

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION





Making Sense of the IDEA Annual Performance Report (APR) 2015-2016

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Special Education

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Annual Performance Report (APR)

Agenda

- What is the APR?
- Where does the data come from?
- What does this mean to districts?
- Where are the largest opportunities for improvement?
- What is Idaho doing well?



Annual Performance Report (APR)

What is the SPP/APR?

The State Performance Plan/Annual Performance Report is a report due yearly which reports on key indicators used to evaluate the implementation of IDEA Part B (ages 3-21).



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Annual Performance Report (APR)

Where does the data come from?

The data used in the APR comes from a combination of:

- ISEE Data
- Monitoring
- ISAT Data
- Early Childhood Outcomes Data
- Dispute Resolution Summary
- Survey Data



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Annual Performance Report (APR)

Where are the largest opportunities for improvement?

Indicator 1: Graduation

FFY 2015 State Target **90.00%**

FFY 2015 State Percentage **58.41%**



Annual Performance Report (APR)

Where are the largest opportunities for improvement?

Indicator 2: Dropout

FFY 2015 State Target
4.09%

FFY 2015 State Percentage
29.93%



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Annual Performance Report (APR)

Where are the largest opportunities for improvement? (cont.)

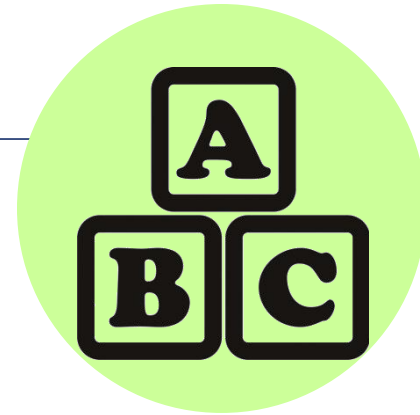
Indicator 7: Preschool Outcomes

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors



Annual Performance Report (APR)

Where are the largest opportunities for improvement? (cont.)



Indicator 7: Preschool Outcomes

| Outcome Area | 1. Substantial Increase | 2. Reached Age Expectations |
|---|-------------------------|-----------------------------|
| A Positive social-emotional skills | 68.61% | 49.09% |
| B Acquisition and use of knowledge and skills | 71.71% | 19.16% |
| C Use of appropriate behaviors | 69.98% | 60.32% |



Annual Performance Report (APR)

Where are the largest opportunities for improvement? (cont.)

Indicator 8: Parent Involvement

FFY 2015 State Target:

55.44%

FFY 2015 State Percentage:

55.44%



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Annual Performance Report (APR)

What is Idaho doing well?

Indicator 3B: Participation for Students with IEPs

Results-Driven Indicator

Exceeded the state target of 95% in all but
High School



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Annual Performance Report (APR)

What is Idaho doing well? (cont.)

Indicator 11: Child Find

FFY 2015 State Target:

100%

FFY 2015 State Percentage:

99.31%



Annual Performance Report (APR)

What is Idaho doing well? (cont.)

Indicator 12: Early Childhood Transition

FFY 2015 State Target:

100%

FFY 2015 State Percentage:

99.53%



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Annual Performance Report (APR)

Where are the largest opportunities for improvement? (cont.)

Indicator 13: Secondary Transition

FFY 2015 State Target:

100%

FFY 2015 State Percentage:

98.43%



Annual Performance Report (APR)

What are we doing to improve?



- Providing Guidance and Training
- Improving Validation Rules
- Developing New Application for Data Verification
- Improving Communication
- Developing Data Retreats



Annual Performance Report (APR)

What are we doing to improve?



- Recommending Changes in Collections
- Improving Communication
- Developing Data Retreats



Annual Performance Report (APR)

Contact Information

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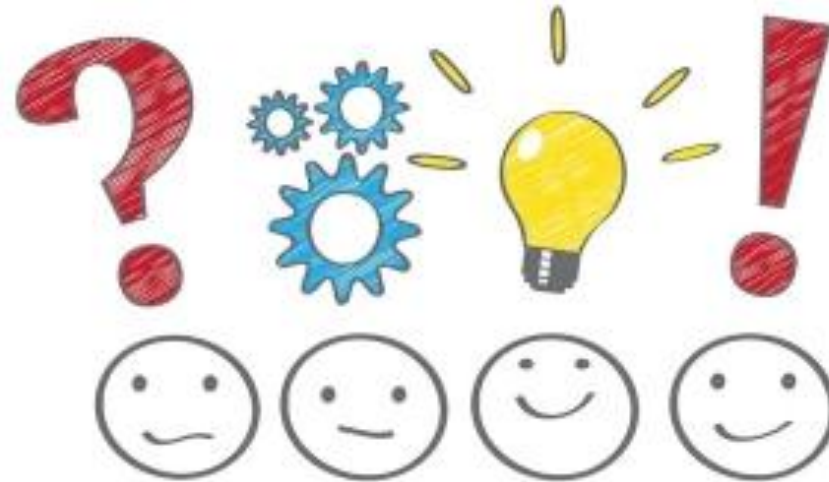
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Annual Performance Report (APR)

Questions?



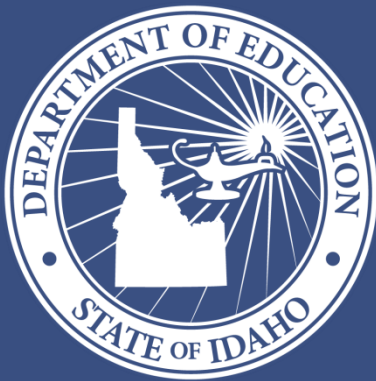
Questions?



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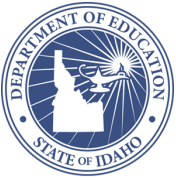
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Idaho State Department of Education

Special Education State Performance Plan/Annual Performance Report Indicators

1

Graduation Rate



58.41%

0.81% Decrease

2

Dropout Rate



29.93%

3

Assessment



B. Participation Met Target 6/7

C. Performance Met Target 4/7

4

Suspension/Expulsion Dropout Rate



Significant Discrepancy

0% Met Target

5

Lease Restrictive Environment (6-21)



Did Not Meet Targets

6

Lease Restrictive Environment (3-5)



Did Not Meet Targets

7

Early Childhood Outcomes



Did Not Meet Targets

Slippage

8

Parent Involvement Survey



54.44%

Met Target

9

Disproportionate Representation



0%

Met Target

10

Disproportionate Representation by Race/Ethnicity



0% Met Target

11

Find (60-day Timeline)



99.31%

12

Early Childhood Transition



99.53%

13

Secondary Transition



98.43%

14

Post School Outcomes



Did Not Meet Targets